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THE Valley®

Lebanon Valley College Magazine

115th Annual Commencement

Jean Love on The Life and Times of Virginia Woolf
Ed Walton: A Boston Treasure



Table of Contents

3 COMMENCEMENT

6 JEAN LOVE, NOTED WOOLF SCHOLAR
by Dawn C. Humphrey

9 A BOSTON TREASURE
by Michael Drago

12 CHEMISTRY SUMMER RESEARCH

13 SENIOR WINS FULBRIGHT GRANT
by Lisa Meyer

14 A WINNING TRADITION

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LETTERS

Dear Editor:

Your Spring, 1984 issue contained an article on Dr. Shay which referenced his 1963 trip to the Far East. Reading this sent me to the attic, and after sorting through pictures, year books and other memorabilia from Lebanon Valley, I found one of the most treasured items that I have because of the fondness I have for the memories it provokes, and that is Dr. Shay's itinerary for that trip. I often tell people that the "Captain" was the most organized man I ever met and if I ever had to prove that statement, the itinerary would be Exhibit Number 1. The computer shown on page 11 of the same issue has a very tough act to follow.

Sincerely,
Thomas E. Webb '64

Dear Editor:

Bravo to *The Valley*. Your first issue hit the jackpot for me: I found in the oldest classnote a report on my roommate, Frank Bryan. I had lost contact with him and was delighted to read that he is still active. I was very concerned about his health which was precarious at the time of our graduation. So, I have written him to re-establish friendship. Thanks.

Yours truly,
Gerald L. Hasbrouch '38

Dear Editor:

I like the new magazine format better than the former "tabloid" style. This is much easier to handle and read.

Thank you!
William H. Jenkins '40

Dear Editor:

I was really thrilled today to receive my first copy of *The Valley*. I've been moving around a lot in the last few months and LVC hasn't been able to keep up with all my address changes. I'm glad *The Valley* caught up with me

Sincerely,
Patty McGregor '80

Dear Editor:

I'd like to compliment you on your first issue of *The Valley*. All articles are appreciated as they are one way of keeping abreast of what is happening at "The Valley."

Sincerely,
Donna Gladhill Winch '72

115 ANNUAL COMMENCEMENT

On May 13, a perfect spring day, 192 students received degrees at Lebanon Valley College's 115th annual commencement ceremonies in Lynch Memorial Gymnasium.

President Arthur L. Peterson officiated at the day's events, which began with a baccalaureate service at 9:00 a.m.



Baccalaureate speaker, the Most Reverend William H. Keeler, bishop of the Diocese of Harrisburg, counseled the graduates: "As you bring your idealism and enthusiasm to your future work places and communities, and most especially when you are motivated by religious principles impelling you to give witness to God's goodness and to serve others, you will encounter misunderstanding.

"Sometimes there will be opposition. Sometimes there will be malice. But always try to remember that the Lord Jesus has given a principle to deal with such situations, to bring light into the bleakest of moments: 'Blessed are you when others revile you and persecute you and utter all kinds of evil against you on my account. Rejoice and be glad, for your reward is great in heaven'

"If you keep this principle of faith in your hearts, you will find that, in the worst of situations, the Lord can and will transmute a curse into a blessing. And that blessing, together with the sense of his presence, will be a source of strength, and indeed, of the deepest kind of joy—the joy and peace that no one can take from you."



Commencement speaker William F. May, dean of the faculty of business administration and of the graduate school of business administration at New York University, echoed Keeler's optimism. He explained the importance of improved productivity if the United States is to outrun its competition in the world marketplace and said: "The critical role in improving productivity performance is played by business management You have some turbulent times ahead . . . but I am confident you will truly come to grips with the nation's problems of world competitiveness."

Keeler, who received an honorary doctor of divinity degree at the commencement, was honored for his "exceptional steps toward ecumenical openness" and for "personally spearheading better relations between Catholics and Protestants and between Christians and Jews in Central Pennsylvania."

May, who received an honorary doctor of law degree, was honored for his role in the shaping of business trends towards providing leadership in the volunteer segment of society, whether social or philanthropic. On a personal level, he has assumed a responsibility to his community, epitomizing the remarkable contribution of American business leadership. In recommending May for the degree, Dean of the Faculty Richard Reed said: "William May has been recognized nationally as a dynamic and creative force in a wide variety of educational, cultural and religious organizations, including the National

Council of Christians and Jews, which he served with great distinction as chairman."

May was also recognized for his insightful academic leadership at NYU, where he has re-directed the thrust of graduate business education by insisting on a team-teaching method of instruction. One of the key features of the team-teaching method is that each class is taught by two instructors—one a full-time member of the faculty and the other a member of the business community drawn in to team-teach that particular course. As a result of this innovative approach, NYU has significantly improved its ranking among the country's top graduate business schools.



Following commencement, graduates recessed from the gymnasium through the traditional LVC faculty line and continued out into the sunshine to pose for tearful photographs with friends and families.







LVC Prof Noted Woolf Scholar

by Dawn Humphrey

For more than twenty years, Dr. Jean O. Love, Lebanon Valley College professor of psychology, has been studying an absorbing and thorny subject—the life and writings of British author Virginia Woolf.

In the course of her extensive study, Dr. Love has learned much about biography, particularly her own field of psychobiography, and has established an international reputation as one of the foremost Woolf scholars. "I suppose one would have to say I'm one of the 'older' Woolf scholars," she says, "since I've been studying her life and work for over twenty years now."

Recently Love appeared as the keynote speaker at the University of Michigan's Conference on Biography. One of five biographers in the nation invited to speak at the conference, her colleagues included biographers of Emily Dickinson, Walter Lippman and Mark Twain.

She says of her address: "I took the theme of how much what we as biographers think we know is discovered and how much is created. It seems that many times we are inventing material we begin to consider as factual." She used illustrations from her own research of Virginia Woolf "... to philosophically explore how we know people, particularly people we are writing about."

"In doing a biography" she said, "most of us are working with primary documents, but the question is how we evaluate those documents. Many times the writer of the primary document has been inventing. When a person is famous, the question remains: Is he writing for biographers or for himself





and his friends in the letters and diaries biographers depend upon?"

"Both Mark Twain and Walt Whitman became very conscious of being famous," she says. "There was a point where Samuel Clemens became Mark Twain. Walt Whitman purposely obfuscated and put out things that would confuse and mystify because he thought his *Leaves of Grass* was a sufficient account of his life. Similarly, Emily Dickinson tried to keep everyone from knowing who she was. The thought of a biography probably would have horrified her."

"Virginia Woolf thought about the whole thing," says Love, but unlike some of her colleagues, she simply tried to hide information about herself rather than to mislead people.

"In writing in her diaries, she supposed her husband would make them into a book and then burn the originals," Love explains. Consequently, "She presented herself very differently in the diaries and letters than she did in her published works." This is not unusual, says Love, who in addition to her doctoral training in psychology, is a former clinical psychologist. "Many times when people are particularly troubled and they have no one to talk to about their problems, their diaries contain what a person might say on a therapist's couch on a particularly bad day. It is said that Virginia Woolf's diaries have been pawed over, even though I am among those doing it."

Love began her research on Woolf as part of a study of creativity. Her broad-based work shifted focus when she got to Virginia Woolf and, she says, "I realized that I did not understand her writing. I said, 'Here is a fascinating mind, but an extremely perplexing one.'"

Her research has been fueled by several lucky coincidences.

In 1962, prior to traveling to England to study Virginia Woolf's diaries, she corresponded with Woolf's husband, who told her the diaries were in the Berg Collection in New York. Following her return to the United States, she was one

of the first researchers to read through the diaries.

Her research continued and in 1970 she published *Worlds in Consciousness*, which explores Woolf's "mythopoetic thought that in many ways can be compared to early Buddhistic thought."

In 1974, when she began serious research for her second book, a psycho-biography, she was sure she would have to concentrate on Woolf's adult years since so little was known of her childhood.

Quentin Bell, Woolf's nephew, had written "a fine general biography" says Love. But he had been unable to find important family letters that had disappeared after Woolf's death.

Just as she was beginning serious research, the letters were acquired by the Berg Collection in New York City. The letters, more than 550 in all, chronicled the Woolf family history from the courtship of Virginia's parents, through their seventeen years of marriage.

Love was one of the first researchers to read the letters, and the private glimpses of the Woolf family contained in the letters allowed her to devote *Sources of Madness and Art* entirely to Virginia Woolf's life before the age of twenty-five.

"I wasn't trying to do a general biography," she explains, "I was trying to do a biography as a psychologist." In writing her biography, she decided to give up all technical language. "Very hard for a psychologist to do," she observes. "I put personality theory way on the back burner. Using Freud or Erickson sets you up to look for certain things and to overlook other things that may be totally contradictory." Love was not taking chances. "I tried to judge each bit of evidence in its own right and then to evaluate the evidence in the light of accepted theories."

One of the problems in studying Woolf, says Love, is that "in addition to being an exceedingly complex person, to many she was a charismatic figure. Because of this, people can make of her what they need her to be." Although

Woolf has often been adopted by the feminist movement, Love says, "She was a feminist, but that was a small part of her writing. She became a cult figure and was mythologized to the point that the popular conception has become a caricature."

The book now in manuscript is actually volume two of *Sources of Madness and Art*. It will explore Woolf's life and writings from age twenty-five to her death. Love says she has relied not only on correspondence, but also on Woolf's writings themselves for both volumes.

"Virginia Woolf was very self-revealing in her writing," Love explains. "Really, it's almost necessary to treat her novels as primary biographical sources. Ideas about death and dying are found in her writing and her diaries and those same ideas pervade her novels. I found that she was living consciously toward death much of her life, and yet, at the same time, she was a very alive and vital person."

Love explains that in addition to being a brilliant writer with the uncanny ability to create rich visual images, Virginia Woolf was also "periodically mad, as they called it, or in modern terms, psychotic."

Psychosis is a psychological disorder characterized by a loss of contact with reality, mental disorientation, hallucinations and delusions. The disorder may be the result of organic causes such as brain injury or drug abuse or it may be of a strictly mental origin. Such was the case with Virginia Woolf, Love believes. She had been plagued all her life by deaths of close family members and Love believes this series of tragic deaths may have contributed to the author's emotional and mental problems.

In fact, says Love, Woolf's periods of psychosis correspond closely to periods

Recently Love appeared as the keynote speaker at the University of Michigan's Conference on Biography. One of five biographers in the nation invited to speak at the conference, her colleagues included biographers of Emily Dickinson, Walter Lippman and Mark Twain.

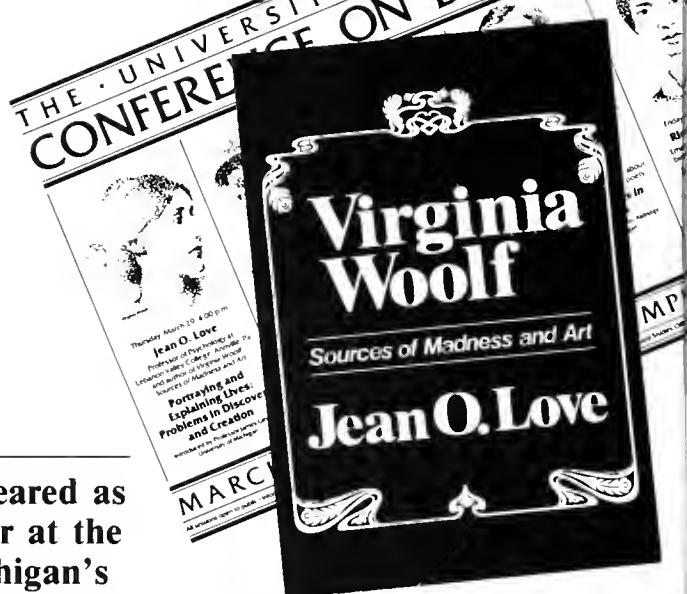
of intense personal upheaval, including the death of several family members and the first two years of her marriage to Leonard Woolf.

One particularly distressing period of upheaval was responsible for Woolf's death, explains Love. In 1941 "she thought she was slipping into another period of psychosis." The psychosis, Love says, was precipitated by the war. "She had always had a lot of chaos churning in her. Now, the whole world seemed to be acting out what she felt. She chose suicide rather than going on."

Love points out, however, that Woolf's madness "comprised relatively limited intervals of an extraordinarily productive and creative life. The sheer quantity of her writing establishes that she could not often have been incapacitated. Rather, she was in control of herself most of the time, although rarely if ever secure from the threat of mental and emotional disturbance."

Love's research has centered on the relationship between the madness and the art of Virginia Woolf, and as the title of her book suggests, she believes both sprang from the same source.

She explains that Woolf never lost the young child's ability to think and create



in vivid visual images. "A mind that leans heavily on visual imagery has to be unstable," she says. "It is when we translate our thoughts into language that we stabilize them." Often Woolf's poetic, mythic prose was simply a description of her own mental images.

Woolf's work has been compared to ancient Chinese poetry and to that of many of her contemporaries, including James Joyce. "People say she was imitating James Joyce," says Love. "But James Joyce broke up language and then put it back together. Virginia Woolf almost always used conventional form, but she invested words with different meanings." Also, says Love, "when you understand what she was doing by recording her own idiosyncratic images, you realize she couldn't have been imitating anyone. Hers is a unique form of stream of consciousness writing."

And Love's is a unique form of biography. Her perspective is unusual, her style engaging and (to borrow a phrase from Virginia Woolf) her work as satisfying as "the knock of a mallet on seasoned timber."

Editor's Note:

For those interested in exploring Virginia Woolf's worlds, Jean Love recommends *To the Lighthouse* and *To the Waves* as the most representative of her novels.

Dawn Humphrey, editor of *The Valley*, is the College's director of information services.

A BOSTON TREASURE

by Mike Drago

Ed Walton never thought of becoming a baseball writer. At first, he was just a fan. A Boston Red Sox fan, and a devoted one at that.

When his family moved from New Jersey to Connecticut, Walton, then age ten, began following the Bosox. He attended games at Fenway Park, fell in love with the team, and cheered on the likes of Ted Williams, Jimmie Foxx and Bobby Doerr.

Years later, while searching for a book on his favorite subject, he stumbled onto what has turned into a fascinating hobby. He filled out a reader survey card he found in the book, adding a note to the publisher explaining that he had compiled a manuscript on the history of the Red Sox. He asked if they might be interested.

They were. And Ed Walton's writing career was underway. Walton, who attended Lebanon Valley College in 1949-50, has since authored four books on baseball and the Red Sox. He is presently adding the finishing touches to a fifth, *The Language of Baseball*.

Walton's full-time job is Director of Administrative Services at the University of Bridgeport. But his full-time love is the Boston Red Sox.

The team's unofficial historian, he also writes articles and researches statistics for the Red Sox scorecard and media guide, and advises the front office with player evaluations on minor league players. Once, through his statistical research, he changed the outcome of an American League batting championship.

While paging through Red Sox record books, Walton came across an inaccuracy in the home run total of Boston's Tris Speaker. Walton's total showed Speaker with one more homer than the official 1912 records credited him. It was an important oversight: Speaker had lost the title to Philadelphia's Frank "Home Run" Baker by just one home run.

Walton spotted an error in a score sheet, then confirmed his assumption by locating an old newspaper cartoon that showed Speaker rounding the bases. He presented his argument to the Baseball Hall of Fame. The Hall accepted it—a rarity considering the importance of the record—and, two decades after his death, Tris Speaker was awarded his only home run title.

As Casey Stengel used to say, you can look it up.

That, in essence, is what baseball historians like Walton live for. A member of the SABR (The Society for American Baseball Research), much of Walton's life has been dedicated to investigating—and correcting—figures such as Speaker's. The average person might find his work trivial, but to the true baseball fan, it is as relative as



Ed Walton (center) with Boston Red Sox Jim Wilson, Ed Jurak and minor league manager Tony Torchia.

anything Albert Einstein ever did.

Walton's four previous books—*This Date in Boston Red Sox History*, *Red Sox Triumphs and Tragedies*, *Every Day Is A Baseball Day* and *The Rookies*—are proof of that. His first, *This Date . . .*, was critically acclaimed, both in book circles and around baseball diamonds. *Washington Post* book critic Jonathan Yardley called it “the most maddeningly entertaining sports book to come along in many a year.” Red Sox President Jean Yawkey called it “most interesting, especially for me.” The book remains Walton’s personal favorite.

The idea, chronicling a baseball team’s history day-by-day, was a good one. It caught on around the country, with similar works being published about the Yankees, Orioles, Tigers, Cubs and others. Walton, however, wasn’t involved in those other works.

“It took off,” he said of the concept, “it was a good idea, but you don’t get rich on ideas.”

With Walton’s follow-up book, *Triumphs and Tragedies*, (Walton likes the book, hates the title), and his other works, baseball’s history and fans have become the richer.

His next work, *The Language of Baseball*, follows in that tradition. It is rich with baseball facts and history. *Language* includes chapters on baseball terms and expressions, famous numbers and nicknames, and lists of past and present minor league teams and ball-

parks. It's easy to see that nearly four years of research went into its making.

Walton and a friend from high school, Don McNamara, first came to Annville in the fall of 1949. Finding the dormitories filled, they lived with a family on East Maple Street.

Walton remained at The Valley only for his freshman year, transferring to the University of Connecticut where he graduated with a degree in Government. Still, he has fond memories of LVC.

"It was a wonderful year," he said. "We enjoyed all the school activities and attended a local church. Hershey was an attraction, and we spent many days at the YMCA and attending hockey games."

Walton ran the mile and medley relay on the LVC track team. The late Chuck Maston, for whom the college inaugurated its most coveted athletic award, was a teammate, and former President Fred Sample, first recipient of the Maston award, a fellow undergrad.

"When I look back—and I often do—I realize what a fine school LVC is and what friendships I made," said Walton.

Walton and his wife Ruth, who have two children and two grandchildren, both intently follow Red Sox baseball on a daily basis. And like all baseball fans, they have suffered their share of disappointments dealt by their team.

It matters not. Walton will remain a loyal fan, the team historian, and a Boston treasure as fascinating as Fenway's Green Monster. You can look it up.

Mike Drago is a sports writer with the *Reading Eagle/Times*, Reading, Pennsylvania.

**The following quiz will test your knowledge of baseball personalities:
Match the following players with their nicknames.**

1. First baseman Charles J. Grimm
2. Outfielder Tyrus R. Cobb
3. Third baseman-manager John J. McGraw
4. First baseman Henry L. Gehrig
5. Pitcher Charles A. Nichols
6. Second baseman Frank F. Frisch
7. Third baseman John F. Baker
8. Outfielder Lloyd J. Waner
9. First baseman Harmon C. Killebrew
10. First baseman George L. Kelly

- a. Fordham Flash
- b. Georgia Peach
- c. High Pockets
- d. Home Run
- e. Iron Horse
- f. Jolly Cholly
- g. Kid
- h. Killer
- i. Little Napoleon
- j. Little Poison

ANSWERS TO BASEBALL QUIZ
1. J
2. b
3. j
4. e
5. g
6. a
7. d
8. i
9. h
10. c

Chemistry Summer Research An LVC Advantage

With the new Garber Science Center in operation, all eyes are turning to the College's science departments, now well settled in their new surroundings.

LVC's chemistry department, "temporarily" housed with the biology department for twenty-five years in a converted shoe factory, has maintained a strong program despite less-than-ideal surroundings. Now, in modern quarters that rival those of major universities, the department has continued to blossom.

The department has maintained an outstanding track record of publication in refereed journals and has consistently excelled in preparing students for graduate study and medical school.

One factor contributing to this unusual success may be the annual summer research program begun in 1948 by present department chairman Dr. H. Anthony Neidig '43.

The annual program offers students a chance to do research as undergraduates and to co-author articles later published in refereed journals.

Participating in summer research improves students' preparation for graduate school and often helps them crystallize their career plans. Dr. Elizabeth Robinson Unger '72, currently a fellow in the pathology department of Hershey Medical Center, says, "The summer research program really made a difference in my eventual career choice. It was during that time I got 'hooked' on the fun of asking questions and trying to answer them."

Recently, Cynthia Nolt '84, a biology and chemistry major, won first place in the biochemistry division at the 1984 Intercollegiate Student Chemists Convention.

Her presentation entitled: "Purification of Polyphosphate Kinase from E. Coli," summarized research performed at LVC during the summer of 1983. Nolt, Jane Conley '86, and George Reiner '86 assisted Dr. Owen Moe, Jr., assistant professor of chemistry. Nolt's presentation topped eight others in that division.

She will continue her education this fall at Cornell University where she will pursue graduate study in environmental toxicology. She also has been accepted into a summer intern program at Argonne National Laboratories in Illinois, where she will assist with acid rain research.

This summer, Dr. Donald Dahlberg, associate professor of chemistry, will direct the summer research project, which will explore the nature of eliminations reactions.

Dahlberg's research will be supported by a Penta Corporation Grant of Research Corporation. Dahlberg says much of the grant will be used to finance the salaries of the students who will be assisting him in his research. LVC students Dave Baldwin '85, Jane Conley '86, and George Reiner '86 will work with Dahlberg forty hours each week for ten weeks.

The students' work, he says, will consist mostly of "synthesizing compounds we are studying, purifying these compounds, analyzing them to make sure we have what we think we have, and measuring rates of reactions under the various conditions."

"I am a strong believer in undergraduate research," says Dahlberg, "because it helps prepare students for graduate school or industry and helps them make decisions as to what they want to do after receiving a bachelor's degree."

"I've had students and have known students in graduate school who don't like research. And graduate school is a

terrible time to find out you don't like research. It is much better for them to find this out during their undergraduate years so they can make informed decisions about whether to go on to graduate school, industry or other fields where a chemical education is an advantage. Some students go into sales or law, especially patent or regulatory law, or pursue master's degrees in business administration or library science."

In addition to unusual summer research opportunities, LVC chemistry students have another advantage over their counterparts at many other small, independent colleges, namely outstanding equipment usually reserved at larger institutions for graduate students

This summer's research will utilize a newly-acquired cold temperature bath, which will enable researchers to keep two gallons of liquid at a constant temperature between -4 and -112 degrees Fahrenheit, and the department's new Fourier Transform Infrared Spectrophotometer (FTIR), which will be used in the analysis of compounds. Dahlberg says of the FTIR: "Due to the advent of less expensive computers, the price of the FTIR is now competitive with traditional instruments."

He adds, "Whereas the old types of infrared spectrophotometers took between ten and fifteen minutes for readout, the FTIR will give us the same information in about a minute. We are very fortunate to be one of the few schools in the country to already have such an instrument."



Jane Conley, George Reiner, David Baldwin, Dr. Donald Dahlberg

SENIOR WINS FULBRIGHT GRANT

to Study Solar Cells

by Lisa Meyer '84

For the seventh time in the past nine years, a Lebanon Valley College student has been awarded a prestigious grant through a program administered by the Institute of International Education.

David N. Blauch, a senior chemistry major, has been awarded a Hays-Fulbright grant to study in England next year with W. John Albery, professor of physical chemistry at Imperial College in London. Professor Albery is investigating ways to convert sunlight into electricity through chemical reactions.

Blauch will assist with a research project attempting to develop an improved solar cell. He explains that present solar cells are relatively inefficient and expensive both to install and to maintain. His portion of Albery's research will concentrate on developing a more efficient system using a dye solution to convert light energy to chemical and then to electrical energy.

The difficulty, he says, is in finding the right dye. In the prototype cell, two electrode plates are placed 0.1 millimeter apart (roughly 1/250 inch). A conducting dye solution sandwiched between the two plates absorbs sunlight, which makes the solution relatively unstable, creating charged particles called ions, "with one more or one fewer electrons than they would like."

These ions migrate to the electrically-charged electrodes to pick up or discharge electrons so they can return to their normal state. Blauch says that it is

in these reactions at the electrodes that the electrical energy is produced.

"In order to work," he says, "the cell requires a very fine chemical and physical balance, and the balance depends on the chemistry of the dye." His job during the next year will be to find a suitable dye. First, he says, it must be very soluble, so that enough of the dye can be dissolved in the solution to absorb large amounts of the available sunlight. "Ideally, we would like it to absorb all available sunlight," he says. Also, it must be capable of transferring electrons efficiently so that the chemical reaction produces an amount of electrical energy close to the amount of light energy absorbed. Because the cell uses a very small amount of solution, it should operate inexpensively regardless of the cost of the dye.

Blauch learned of Albery's research when he "... came across one of his papers in a chemical journal. I wrote and asked him to send me more infor-

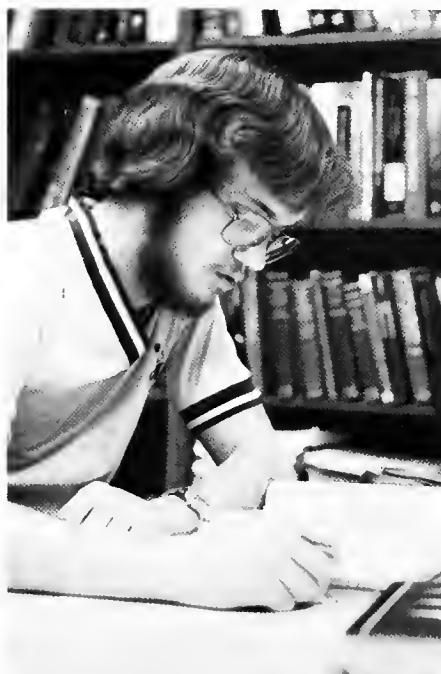
mation. "We corresponded and I told him I was interested in applying for a Fulbright grant to work with him and asked if he had any ideas of what I might do for my research." In consultation, they decided upon the dye search.

Blauch says the international grant application procedure is quite involved, requiring eight or nine forms. Each applicant must submit a proposal for a research project and must be able to speak the language of the country in which he wants to study. Because of the language requirement, a disproportionate number of students apply for grants in English-speaking countries, which means Blauch faced even tougher than normal odds in winning his grant.

Each applicant must also complete a curriculum vitae in which he must describe himself, including everything from his hobbies to his outlook on life.

Blauch had to be approved by a screening committee of LVC faculty and administrators, then by a national and international screening committee before being approved for the grant.

In his appearance before the campus screening committee, Blauch described his project so that the group would have a chance to ask questions to determine the project's feasibility and importance. Members of the campus screening committee also evaluate how well the candidate will adapt to foreign culture and how he will represent the United States. Their evaluations are compiled into one report and submitted to the national screening committee, which makes



A Winning Tradition



recommendations to the international screening committee.

Blauch says he kept the screening committees in mind when developing his proposal. "The American and international screening committees are composed of intellectuals from different disciplines, so the proposal should be constructed in such a way that someone who is not in the field can understand and appreciate it," he said. His proposal is also unusual in that most Fulbright applicants who choose England pursue artistic or social projects rather than scientific ones.

Having made it through this process, Blauch will live in England for a little more than a school year. He will both work on research and attend classes part time.

After returning to the United States, he plans to study chemistry at the California Institute of Technology. He will be supported through graduate school by a National Science Foundation graduate fellowship, which he was also awarded this year. "After that," he said, "I'm not certain yet. I have not decided whether to go into industry or academia."

Lisa Meyer graduated from Lebanon Valley College on May 13, 1984 with a Bachelor of Arts degree in Spanish and English.

With the receipt of his Fulbright-Hays grant, David Blauch joins the ranks of an elite group who, while students at Lebanon Valley College, received prestigious grants administered by the Institute of International Education.

Seven of these elite earned their honors within the last nine years. They are: Rebecca Kost '76, whose study of linguistics took her to Germany; Lee Klingler '77, who studied theoretical mathematics in Germany; Doug Ebersole '78, who conducted a computer-assisted study of voting configurations in the Australian Supreme Court; Mike Garnier '80, whose study focused on the international law implications of a hypothetical oil spill in France; Dan Koon '81, who conducted interdisciplinary research in color theory in Germany; and Mike Gross '82, whose research centered on the re-vegetation of French salt marshes.

According to Dean of Students George R. Marquette, the College's liaison with the international scholarship-granting organization, the odds of a school of LVC's size winning even one grant are slight. The chances of garnering seven in nine years verge on the incredible. As an illustration, he says, David Blauch's proposal was one of 513 competing for 22 grants in the United Kingdom.

Marquette explains that the Institute administers a variety of international scholarship programs, including the Fulbright-Hays grants, ITT international fellowships and foreign and private grants including the Alliance Francaise de New York Scholarship. Of the seven LVC recipients, four were awarded Fulbright-Hays Full Grants, two received ITT grants and one won the Alliance Francaise de New York Scholarship.

In October, Marquette attended a conference of other Fulbright program advisors. "I sat at a table with seven other advisors," he said, "and we were talking about the ITT grants, which are in some ways more difficult to obtain than the Fulbright grants. When I told them we had had two within the last eight years, they were amazed. No one



else at the table had ever had a student receive an ITT grant."

Marquette attributes LVC's successes to the caliber of the students presenting proposals as well as to the nature of the proposals, outstanding faculty support and the input of the campus screening committee.

Each of the grant-winning students has had a double major, which, Marquette says, "has allowed them to bring a special versatility to their proposals," and may be one reason all of the proposals have been unusually attractive and well thought out. Certainly, the faculty members and advisors of these students have played a vital role in motivating and encouraging their students to compete and win.

Another factor in the successes may be the role played by the campus screening committees which Marquette appoints for each proposal. "The committee is composed of a cross-section of faculty, including several from the area of study in which the proposal is being submitted. Also, one member of the faculty will usually lend special advising. We put the applicants through their paces with a rigorous examination of the proposal," says Marquette. If the proposal is for study in a foreign country, the examination will also ensure that the student will meet the program's foreign language requirements.

BEQUESTS **ASSIST** **LVC**

Your college's growth and development can be assisted greatly through legacies from its alumni, alumnae and other friends.

The LVC Development Office suggests a bequest wording to be included in a will as follows:

"I give and bequeath to Lebanon Valley College, Annville, Pennsylvania, a Pennsylvania Corporation, the _____ sum of dollars (\$_____), the principal and income of which are to be used in such manner as the Board of Trustees of said college, in its sole discretion, may determine."

Inquiries on this subject may be made to the Development Office at (717) 867-4411, ext. 224.



The Valley
Lebanon Valley College
Annville, PA 17003

SECOND CLASS POSTAGE
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